How to Read a Primary Source Effectively: **APPARTS**

The following strategy is adapted from Advanced Placement (AP) History courses to help students interpret primary sources more effectively. If you begin looking at primary sources in the same way, you will become more successful in analyzing and synthesizing primary sources in this class and social studies classes in the future. Please commit this mnemonic device to memory.

**A**uthor: Who created the source? What do you know about the author? What is the author’s point of view?

**P**lace and Time: Where and when was the source produced? How might this affect the meaning of the source?

**P**rior Knowledge: Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source?

**A**udience: For whom was the source created and how might this affect the reliability of the source?

**R**eason: Why was this source produced at the time it was produced?

**T**he Main Idea: What point is the source trying to convey?

**S**ignificance: Why is this source important? What inferences can you draw from this document? Ask yourself, “So what?” in relation to the question asked.

Together, we will use this strategy to analyze a primary source from the Scientific Revolution. Then, it will be your turn!